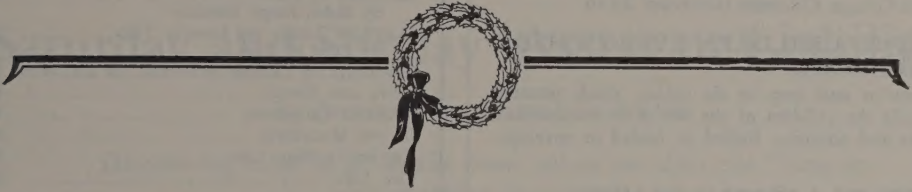


*Saturday and Sunday—
Assets or Liabilities*

CHILD STUDY

DECEMBER, 1929



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Saturday and Sunday—Assets or Liabilities

By ZILPHA CARRUTHERS FRANKLIN

Discovering what to do in the hours when one does not "have to do" anything is essential.



WHAT would happen if we could strike all the week-ends off the calendar? Would Saturday and Sunday constitute a real loss or are they, in the familiar phrase, a "total loss" so that they could be quietly done away with to the benefit of all? As a matter of fact the Soviet has tried abolishing Sunday; and Russia, according to latest reports, now takes its days off on an alternating schedule.

We certainly are not able, and perhaps do not wish, to go to this extreme in doing something about wasteful week-ends. But there must be many mothers who would ardently welcome a chance to curtail, if not to abolish, both Saturday and Sunday. We all know these parents, if we are not among their number ourselves. There is the family whose sixteen-year-old son saw five movies in two days. There is the family who avoided the movies only by taking long motor trips which were really too hard for a frail father. There is the family which strained its finances in order to send two teens-age daughters to boarding school to escape Saturday night parties. There is the family who had to buy a camp in the woods for a week-end retreat. These solutions—family motor trips, camps and boarding schools—are all possibilities. But not every family wishes or can afford to work out a solution along these lines.

Dr. Harry A. Overstreet suggested that here is an outstanding problem about which parents are

puzzled, yet can get few helpful suggestions. In addition to the underlying principles which specialists may formulate, any real wisdom must include the practical experience of parents concretely up against the recurrent crises of week-ends. So far, none of us knows what their solution will be. For leisure is as much a problem of adult education as it is of childhood training. We do not know; but we are beginning to be aware of the nature of the problem and to assemble the materials out of which this solution will grow.

WHAT SUNDAY IS NOT

The question expressed by Dr. Overstreet is one which is urgent even where it is not explicitly admitted. There is no doubt that many homes and many communities are uncomfortable about Saturday and Sunday without knowing why. Yet they sense in them a real menace to the orderly and constructive living of all—adults as well as boys and girls. Some of the ideas and attitudes out of which may grow an answer to the question of Saturday and Sunday can already be formulated; many of them are discussed in the following articles.

But before we can consider what Sunday in particular now is, we must recognize that it has undergone a change in character which is little short of reversal. The significance of the Sabbath as a holy day has dwindled, and has carried away with it most of the prohibitions and observances which gave it

meaning in relation to established religions. A second traditional concept of Sunday is even nearer the vanishing point. Our respects to church conventions may be paid, by the many who, in spite of the trend away from church-going, feel the need as deeply as of old, in the hour that suffices for services. But our respects to Sunday as a "day of rest" seem never to be paid except by lying late abed and eating too much breakfast. Between golf, motoring, movies, concerts and all our other interests and distractions, rest is the one thing that Sunday conspicuously has *not*.

We are surer of the things we no longer care to do than we are of what to substitute for them. The day when Mary went to Sunday school with a hole in her best hose rather than touch a needle may have passed. Mary may now feel free to do what she pleases, but she is not so sure *what* she pleases. In spite of the fact that present-day conditions of work and present-day prosperity have brought constantly increasing leisure, we have not yet worked out ways of profitably utilizing our hard won gain.

ALL LIVING IS RHYTHMIC

It might help to clarify our somewhat muddled dissatisfaction if we started all over again in our thinking. "In the beginning" the Seventh Day, taken literally, does not necessarily have the same implications as the theological concept of Sabbath. "God blessed the seventh day and hallowed it, because that in it he rested." This Biblical version surely stands for an age-old custom, which seems to be inbred in the very structure of human society. Like many of these folk ways that come to us from before the dawn of history, it has attained a new and scientific justification through the findings of the laboratory. Research along the lines of industrial efficiency has found that there is a definite rhythm of work, that the human machine runs better if it is given regular intervals for recreation.

Rhythms of work and of recreation imply that both are parts of a unified whole, each phase of which must be worked out with care and forethought. This is the crucial point we so often forget. The trouble with our highly overstimulating weekly carnival may not need to be laid entirely on the offending days and hours themselves. The rest of the week may also have something to do with it. For people to whom the week-day's work has meaning and purpose, leisure is more likely to have meaning and purpose. Without a plan for both work and play, we let week-end leisure become a hole, a gap, in the purposefulness of living. Doing nothing, that is, aimless idling, is a nervous strain; activity that offers

change and variety is truly re-creation. Though we would not mean it as they did, we might almost say with an older generation, "Satan finds work for idle hands to do." Blue Monday is a psychological fact—as naturally the result of overstimulation as a two-year-old's tantrum after his first party.

Perhaps we might clear the atmosphere by coining a new word to substitute for leisure, with all its connotations of idle time. What we wish to express by this new word is an energizing experience that happens somehow during the hours in which we are responsible to no one but ourselves. Guidance is needed if children are to learn to carry this responsibility. Nearly all the attitudes we wish to change might be summed up as "irresponsible leisure."

In insisting that children's leisure time needs planning, we may be in danger of seeming to put too much emphasis on the side of activity. For five days a week most children's waking hours are scheduled to the split second—so many minutes to get to school, so many "periods" a day, so much time for after school music lessons, or play groups, and so home to dinner, study and bed at set times. They need Saturday and Sunday for freedom. They need even day dreaming; they need letting alone in order to discover the world in their own terms.

RESPONSIBILITY AND FREEDOM GO HAND IN HAND

This freedom does not come to the boy or girl who is provided with no resources for his own amusement. Neglectful neglect turns children adrift in a world of movies and street excitement. Intelligently planned liberty sets them free with space and equipment, and enough training to use them. Though space is in itself a major problem of city life, nearly every boy can at least have the freedom of some one room—a place where his activities have importance and respect. Here he ought to be able to assemble whatever it is he needs to be busy with—from smelly chemicals to live crayfish. For these activities—his hobbies, his skills—are perhaps the most tangible and concrete safeguards of his leisure; they alone can be objectively cultivated. They have an increasing importance in this mechanized industrial world, where "work" is less and less likely to call forth the manual skills that to most people are so satisfying once we know how to use them.

Contagion is a good teacher of skills. Dr. Overstreet points out that perhaps there is none better. The home in which music or some form of handwork or scientific "tinkering" is a real source of pleasure is likely to develop children interested in *doing*, perhaps not that thing, but something.

In addition to space and equipment and to hobbies and interests to be skillfully cultivated, there is another need if leisure—for man or child—is to be truly profitable. But it is less objective and correspondingly harder to do anything about, except, as already suggested, by example and contagion. This is an initiative, a creativeness of mind, a quality of participation which is the exact opposite of our present spectatorship and "canned" amusement. It was a man of the world named Cicero who said of pursuits carried on in this spirit that they "encourage youth, delight old age, add charm to good fortune, bring solace to adversity, delight at home, and add pleasure abroad."

What does this need for creativeness and participation mean in terms of our ten-to-teens who are growing up in the city life of today? What are the things they can do to give meaning to recreation and leisure? It is of course impossible to say to any given child, "So-and-so had a good time making a ship model or studying local history. Now you go have a good time doing exactly the same thing." Each child has the right to discover what he himself really enjoys doing.

Perhaps most of our present perplexity comes from the fact that the generation now adult itself has not had the right kind of training for today's leisure opportunities. We grew up in a transition period with the attitudes of one social order and the environment of another. Whatever our racial stocks, the American people as a whole has come from generations of toilers, to whom leisure meant cessation of labor and Sunday meant church. Their standards could not help being meager and negative. Though they were inevitable and acceptable then, they no longer suit the positive demands of our own times. Yet in relation to leisure these outgrown standards are our only heritage. We ourselves, therefore, are in varying degrees unprepared for the increasing free time which our material prosperity has made possible. And though our schools have taught us how to read and write they have not taught us how to play.

One of the challenges of present-day living will not be answered until our children have decided for themselves whether Saturday and Sunday are assets or liabilities.

The Play World of the City Child

By LEROY E. BOWMAN

Resources for recreation offer the child challenging opportunities for coming to terms with the world he must live in.

RECREATION in the modern city is an afterthought, and provision for it is attended physically with all the difficulties that can be offered by masses of buildings spreading out to obliterate all the space, and stretching up to shut out the sun and the feeling of room and distance. When the city was growing, space enough was to be had for the saving but men have so completely devoted themselves and all the resources of cities to industry and business that they have forgotten play for themselves and their children. Later, when the need makes itself felt, provision must be made in concentrated form; and stadia, motion picture palaces or playgrounds supply large numbers in intensively used quarters.

Afterthoughts are likely to be associated with the need for fervid compensatory activity in order to gain the essential that forethought might have brought harmoniously into the scheme of things. So city dwellers work hard and then play hard, usually performing both functions in overstimulated fashion and in mass patterns. The point to be noted here is that they, the

adults, project their own practices into their pictures of children's needs, and the tendency is to expect a child to go to school for a period of hard study and then to an organized play group or "recreation center" for his due amount of intensive fun.

The more human or natural method of seeking satisfaction for these various wants is to combine them in their expression. Partly for this reason, the combining of play and study in modernized schools has met with great success. The summer vacation is increasingly being filled with play school activities. From the angle of the recreation worker, on the other hand, camps as well as playgrounds are stressing the educational nature of their activities. City resources for recreation are becoming increasingly a part of the city's resources for education, meaning, by education, development in individual abilities and in social adjustment. The nursery school, kindergarten and play school may prove not only the most wholesome but also, when once they are generally understood, the most practicable way of giving children their chance to play in the city. There

are three chief considerations; the first two have been referred to, that is: the failure of the city as it grows to provide adequate play space for children as such, and the coming together of recreation and education in method and purpose. The third consideration is the attitude of the general public and consequently of appropriating authorities who are more easily persuaded that public funds should provide for education than for recreation.

In the city the places for the child's play are legitimately a municipal concern, and likewise the supervision of the play and the ages and groups that are brought together. In less thickly settled districts, there are still vacant lots and recreation spots which are undoubted assets. But even in such communities, children need the guidance of some older person who has enough acquaintance with their relationships and is close enough to them to have an understanding of what is going on. But in the city the gangs or groups that might come from C Street to A Street playground would not be likely to be seen, or if seen, known by any parents who might see the playground in operation. Hence play space is designated for certain ages and the control becomes a matter for playground directors under municipal support.

WHAT THE NEIGHBORHOOD MEANS TO CHILDHOOD

There is a danger, however, in assuming that neighborhood contacts are of minor consequence in the play of children. Adults seek their pleasure where they can find their kind of fun and their kind of people, and modern transportation systems facilitate the selection into "sets" of persons with like tastes. But that selection depends a great deal upon the experience and special interests, or in other words, the *maturity* of the persons involved. Children are not mature, and their contacts are vastly more dependent on the neighborhood in which they live than are those of adults. The neighborhood, however, as well as the home, is an adult-made product and therefore made to fit adult life. There are several considerations in the relation of home, neighborhood and city to child play following upon the change which urbanization has brought about.

Parents, especially mothers, who are themselves adjusting to ways of life unaccustomed to them, often find the transition period, until they are habituated to city life, a strain. For there is a feeling of confidence, of security, when children play around the door or run in and out; it requires a stretch of faith to realize that they are safer, happier and better off in the playground three blocks away. The play leader, too, may not—probably does not—discipline the children in the same fashion as do the parents. The games of city children do not follow the traditional patterns nearly

so much as do games in other localities, and the realization of the difference between their own childhood and that of their children must occasionally give uneasiness to parents. The playfield for the older boy may be miles away; the swimming pool is an institution that to the mother is known merely by the outside walls. The hiking group or the outing club takes the child outside the world of the mother and father.

CHANGING OLD CONTACTS FOR NEW

The answer lies in part in closer connection between the home and school, or home and playground. Parents are coming to know where their children are and what they do by association with other parents in organizations growing out of their children's activities. It is the urban way to separate ages and then relate them in organized groups. The child is not in the home so much as in former years for training and play, but any parent who has tried conscientiously to live up to the exactions of any good nursery school knows that his home is now regulated far more for the child than it was formerly. Other connections compensating for the diminished amount of time the child is at home, are the contacts the father or both parents are finding for themselves in civic or community associations. For the purpose of exercising some influence on the provisions made by the municipal authorities, districts are increasingly forced to organize associations and to express themselves in organized fashion to city authorities. In some such way, a father, who at first under urban conditions may have little idea of the play world of his boy, comes to understand, through the community organization that demands a supervised playground, the possibilities for good in the neighborhood as well as the dangers and evils. Again, through understanding based on the organized effort of persons like himself, his knowledge is more likely to be systematic, and based on civic studies and expert opinion, than it would be if he acted only as an individual.

It would be interesting for those of us who speculate on the child's needs and the changes brought about by city growth, to observe a child for a year in some locality where there are none of the city's educational and recreational facilities of the kind suggested, where the same children would constitute practically every group both in play, in school and in church. For the purposes of experiment we must imagine this same child then taken to a city and put in a school where the children are not the ones he meets around home; he joins a scout troop in a Methodist church and takes swimming lessons in a Young Men's Christian Association with still others. One imagines that a child, who had experienced such a change, in city life would miss poignantly, for a time, the close associations of his

former companions. His contacts would be many and more superficial. Would he be more stimulated to strive to excel, or would he feel less urge to do things for himself? Would he be happier after he became accustomed to his new life?

There are at least two major problems indicated by this transition which has happened to childhood, if not to an individual child. The first has been indicated, that of finding the degree of intensity of personal associations that gives the optimum stimulation to efforts within the group. The whole life of the child is not likely, perhaps, to be so apparent to any one understanding person in the city as in the previous environment.

The other problem is that of the concept of the universe taking shape in the mind of the child. Does he see his world as a whole or in dispersed and unrelated bits? There is social control in the responses of companions to one's acts or words, a control that is most efficient only as the individual is subjected constantly to the influence of these responses. In a close knit group the child might then learn to be a good fellow, loyal, fair, honest, and might conceivably fail so to develop if he could escape from one group to another without ever coming, as it were, to a complete "show down." It is primarily in recreation that attitudes and social ideals are formed in children. The touch-and-go nature of some city children's play lives must have considerable effect upon their developing social attitudes.

There are possibilities of breadth to be developed, however, out of meeting different sorts of people and being part of different kinds of situations; thus the diversity of the play life of the city child may make him more versatile and cosmopolitan, perhaps more independent. The integration of the influences impinging on his life into some practical understanding of his experiences (or some way of organizing them satisfac-

torily in his own mind) will be more and more a matter thrust on him, less and less a matter that father and mother or the constant neighborhood environment can take care of. We do not know just what the city environment is doing to the child in his leisure time. The first reaction of the majority of adults, when the subject is broached, is to think of space, the vacant lots of their youth, and to contrast this happy memory with the lack of space in the modern city. The organized recreation enthusiasts represent the next stage of consideration, that in which the need for supervision and training in recreative moments is stressed. For them city resources for recreation imply the supervision which insures *proper* use of leisure time. As a matter of fact we do not know what is *proper*; we of an older and different era cannot tell what the new order is doing to the children, nor what it should do.

It is perhaps more constructive than either of these views to think of the city, the child and his play from the child's own standpoint. Does the city offer him help in the building up of the child's world in the city? Is it a world that hangs together?

Obviously for many children whose leisure time is an escape, if not a negation of the social pressures brought to bear in school or home, the answer to both these questions is "No."

The great need is development of those agencies like nursery schools, country all-day schools and other progressive movements which can offer the child a chance through work and play, that is, through *living*, to build a world for himself, to define the situation around himself. The one great essential, then, is not for more physical equipment, or even for more space for play, but still more urgently for sympathy and understanding. These the child must have in order to create out of the unity and the diversity of city contacts a picture of a meaningful social environment around himself.

Safeguarding Children's Leisure

By BERNARD J. FAGAN

In facing the hazards of present-day freedom, youth can be guided but not coerced.

NO ONE today need argue for recreation, or apologize for the human need for leisure. It is not a weakness but a strength. Those who think that the working people of the world are now demanding more pay and shorter hours wholly for the sake of extra income, or more time to "loaf," are blind to the deeper implications that are swaying the common thought. The healthfulness of true leisure, especially

in the quick paced present-day, is sensed even by those who cannot realize all its potentialities.

Our attitude toward the play of children and young people has undergone an even greater change. Traditionally, play was considered more or less as a necessary evil. Children were permitted to play only so long as they were incapable of "useful" occupation. As soon as possible the little girl was given her patch-

work squares, and the boy was set to filling the wood box and pulling weeds out of the garden. The age for "going to work" in the adult sense was correspondingly earlier. Now that the law regulates, to some extent at least, the age at which youth may work, and the amount and kind of his labor, the home too has come to admit, more or less tacitly, that childhood leisure is legitimate. But the question of how leisure time shall affect children is in many homes still answered hit-or-miss. There seems to be no universally accepted parental attitude that recognizes the importance of knowing how leisure time is spent.

WHY PLAY IS IMPORTANT

"Play is one-quarter of life," says Dr. Richard C. Cabot. Yet in no other field of human activity have parental mistakes and neglect become more lamentable than in ignoring the fact that the recreational desires of boys and girls do leave indelible imprints.

In no other society has childhood been surrounded with so many allurements as are in the world today. In my work I come into contact with youth which has been led astray by the less constructive aspects of our leisure life. Their mistakes have a significance broader than the individual cases which we deal with in and out of the Children's Court. The boys and girls who come to the Court have been exposed to conditions which no youth in the city can wholly escape. That they have reached the Court perhaps signifies in many cases that their temptations have been greater, and their parental guidance less wise, than those which surround other adolescents. But these differences are of degree and extent rather than kind; so that our findings in regard to the leisure of our clients may lead to suggestions valid for the more fortunate as well.

In learning about the normal by first studying the abnormal, psychology and child study have each in turn followed the steps of medicine. The study of physical ills led to the present emphasis on positive health, the analysis of psychotic conditions laid the foundation for mental hygiene, so also the study of "problem children" suggests many fundamental "do's" and "don'ts" for the parents of the happily better adjusted majority.

In play, as in all things of life, the beginning is everything. Psychologically, there is a close link between habit formation in the plastic period of a child's life and how his leisure activities are directed.

"Hours of play are fraught with a more moral hazard for the individual and society than the hours of work," says Rev. Dr. Brown of Yale Divinity School. Were I to prepare out of my own experience pages of testimony taken from the tragedies of boys and girls

who can trace their downfall to undirected leisure time, I am afraid you would be startled beyond belief at the amazing revelations that I could produce.

It is a fact, distressing but true, that, even though the home environment may set out to be of a high standard and the efforts of the parents are well intentioned, certain boys and girls do get into serious difficulties. One reason for this is that the parents confine their supervision almost exclusively to home training and refuse to recognize and understand factors outside the home. The leisure time spent in the home by the child may be planned and directed, but it is almost useless to set up a program of cultural activity at home if the boy or girl is not given some protection, within himself, against street allurements. The environment of a child outside the home and the character of his associates leave their definite imprint upon him. The youth who has no interesting alternative to spending leisure on the streets, faces many temptations. If the parents, and particularly the father, have not built up within his own nature safeguards against these pitfalls, he is especially likely to succumb to the influences of less worthy associates.

Not all children who play in the streets get into trouble, but street life is the first link in gang life. It can readily lead to profanity, gambling, lying, cheating and truancy. It is on the street that the young person who comes to court usually has first contact or knowledge of immorality. It is on the street that the pick-pocket, the petty thief and the gunman develop. The hidden clubroom in the cellar, where some children spend their leisure, is likely to be closely linked with the development of the street gang.

Chief among leisure problems is the motion picture theatre. It is perhaps the most universal lure in child life today. Of course the production of motion pictures, both as to technique and to some extent as to subjects, has improved and will no doubt continue to do so even more rapidly. But there remain grave dangers—physical dangers of bad air and eye strain; psychological dangers to manners and ethical attitudes.

DESTRUCTIVE FORCES IN CITY LIVING

A great many boys spend their undirected time in public pool rooms. A game of pool in itself is legitimate recreation but, after many years of intimate conversation with boys of all sorts, I am firmly convinced that the average pool room is a breeder of undesirable attitudes and, at worst, of crime. So also the public dance hall is a disturbing influence. Quite apart from the intrinsic value of dancing, the atmosphere of the majority of dance halls, from my observation, is far from constructive. These influences cannot be eliminated

from the life of youth by scolding or punishing. A calm survey of the situation and a substitution of other activities are a more helpful approach on the parent's part. I have known some parents who have succeeded in repressing the expression of their child's craving for amusement. But where such parental victories have been achieved, the home has later learned by bitter experience that repression was artificial, and that youth's wholly natural appetite for pleasure and activity has been gratified secretly and in unfavorable surroundings. Parents should not be so foolish as to believe that frowns or prohibitions can banish from the minds of children thoughts of companionship and of amusement. They should realize that this normal desire can usually be expressed to the adolescent's satisfaction only through channels approved by the social conventions of his own day.

I offer no set formula; I can only remind parents that the problem cannot be solved in mass formation. It must be solved again and again with each individual because of the unique personality, temperament, desires and objectives of each child. In selecting leisure factors that are not only good, but suited to the particular

boy or girl, we must take into consideration these desires and needs.

Parents need not face the challenge of city life with fear. In spite of its many hazards and problems, the city does offer its children many alternatives that are both good fun and good for them. The right selection, as I have tried to point out, is not some one thing, but is as many things as there are children.

Every father and mother should acquire a keenness of observation as to what is going on in their immediate neighborhood, and demand that the community forces curtail dangerous elements. To paraphrase a famous document, it might be said that every child is endowed with certain inalienable rights, and that among these are protection, religious training, education, health and the pursuit of happiness. Of course, happiness in the abstract has a number of meanings, but, whatever definition you choose, it is your duty and mine to make the community a happy and safe place not only for your own child but for the city's children. The problem of leisure time is not a job for parents alone. Churches, schools and all other agencies engaged in child welfare must also unite in the common cause.

Week-Ends to Fit the Family

By MRS. ROBERT E. SIMON

A mother who takes an active part in the parents association of a progressive school discusses leisure out of her own experience.

MOST of us are inconsistent. We realize that in America, in this generation, in New York more than anywhere else perhaps, we clutter our lives. Our friends from other parts of the world sometimes tell us that we cannot "really live" here. We ourselves complain that the school curriculum is too crowded and that our children are engaged in too many extracurricular activities; that they have too much home work and too many school distractions so that they have not enough time to be out-of-doors, to think and dream, to spend time following their own artistic, literary or mechanical interests. And yet we do not make use of our opportunity to help them plan week-ends that are truly re-creative, relaxing, inspiring, a fitting preparation for the following week of work.

The week-end presents an opportunity for children to do the things that they want to do. There should not be too many fixed engagements so that they can feel the joy of not having to do anything. It is a time for them to be themselves, to relax without the

weekly drive of duties. It is an opportunity to develop their tastes and feeling for beauty, by surrounding them with conditions that will make it natural for them to choose the best. There must be leisure in the home during the week-end, quiet meals enlivened by interesting talk and guests, times when the family read together (not necessarily aloud), and freedom from the nervous feeling of having to go out to have a good time.

We parents help plan children's meals, sleep and exercise; why not their recreation? It is just as necessary to help them weigh values, to budget their time, not to spend it haphazard following the line of least resistance, accepting every attractive invitation. The alternatives are many. During a single week-end the family may have to decide whether to go to the country for the week-end, or to stay at home for Sunday school or an inspiring sermon; whether to take a walk including the children or to play golf without them; whether to watch a baseball game or play tennis; whether to go to a concert, moving picture,

museum, exhibit or lecture, or to stay at home to play, sing or paint; whether to call on a friend or invite friends to visit them; whether to go to a dance or stay at home to read.

William James said that we should express in some way every good thing that we hear or see. When we take in too much this becomes impossible. We all know that we learn most by doing. The victrola and the radio, as well as the increased habit of going to the moving picture and theatre, have influenced many parents and children to spend less time on creative music, writing, painting and handicraft. Almost every one has an urge to create something, but must work against a natural laziness, the habit of sitting back, listening and seeing the work of others. A child who does little on the creative side easily forms the habit of absorption, and creative effort becomes more difficult. He is satisfied with passing his time pleasantly, living in the outside world without becoming an active participant in it.

LOOKING WITHIN

"Externalism" John Dewey said at his recent birthday celebration, "is the chief American sin against the search of true inward happiness."

One solution for some of us, when obligations do not keep us in the city, is to find a place near by where the family can get away even from the telephone, where we can enjoy walking, talking, sports, nature study, gardening and reading. For those who cannot do this, even in New York it is possible to find the out-of-doors along the Bronx River Highway, in the Bronx and Van Cortlandt Parks, along the Palisades. Family picnics, as well as long hikes in the various places mapped out in the papers and guide books, are more satisfying than the weekly break-up of the family caused by the father's or mother's passion for golf. Children do not usually enjoy Sunday motoring, except to get somewhere where they can do something. Even when we cannot leave the city at all, tennis at a neighborhood court and walking home from a concert or play provide the important and often forgotten exercise.

Like the circus, which no longer has three rings but five, big cities have become overcrowded with all kinds of amusements, ranging from those of undoubted value to those that are harmful. We are confronted on many sides, as Dr. Harry Emerson Fosdick points out about books in "Twelve Tests of Character," "Most of us miss the best because we litter up our minds with casual trash." He recalls Ruskin's exclamation, "Do you know if you read this that you cannot read that?"

Going to too many performances, no matter how

interesting, causes mental indigestion. Children who go constantly and indiscriminately to the theatre and to the moving pictures will naturally become blasé, nervous and hypercritical, with no real sense of values.

Children enjoy visiting museums and seeing their own city, provided they go with congenial company and see things in which their interest has already been awakened. Last year at the Horace Mann School, Dr. Huger Elliott said that he would like to teach a group of mothers how to use the Metropolitan Museum. So, too, how many of us visit the Botanical Gardens even when we receive notices of the display of special flowers?

Because so much is offered, no parent, single handed, is capable of passing informed judgment on the amusements available. Out of this need, cooperation has necessarily developed. For the last six years the Parents Association of the Horace Mann School in New York has published a biweekly bulletin listing the best that the city offers in music, theatres, motion pictures, exhibits and lectures on art, science, travel and politics; it also recommends books for various ages. This is chiefly for the purpose of helping solve the week-end problem, as the Bulletin does not include evening events during the week. Items are grouped for elementary children (approximately six through eleven years), the junior high school (twelve through fourteen) and the senior high school (fifteen through seventeen). Very little is recommended for children under ten years since they should be out-of-doors most of the time that they are not in school or at home.

Recommendations in the newspapers and even in the children's magazines seem not to be sufficiently discriminating. A group of editors, mothers and teachers of the school, especially interested in each field, establish standards and publish the Bulletin. This material is also used by the Ethical Culture School parents and by many individual subscribers. To attempt to influence managers is difficult as the best pictures for children are not usually the successful ones and therefore not considered possible for the important week-ends. The Saturday morning children's film and play help solve the problem for young children but not for the older ones as they will often go again in the afternoon.

YOUTH NATURALLY ENJOYS WHAT "IS BEING DONE"

The Bulletin backs up the parent's judgment by an impersonal consensus of opinion of experts. Some children are very imitative and do not want to be considered exceptional or "high-brow." It is only by the united efforts of parents, fathers and mothers

influencing their own children, that sound standards can be upheld. The low price of the movie is often given as an excuse for going indiscriminately, but it resembles the bargain that is so often bought and found useless.

Of course developing children's taste is a process of education, not of prohibition or coercion. The girl or boy who on Friday afternoon, wishing relaxation from a particularly difficult week, walks with his group to a near by moving picture house need not be reprimanded.

As with everything else in the education of children, example is one of the most important factors. The child whose amusement-loving parents go out almost every night during the week is usually the child whose own week-ends are filled with parties, theatres and entertainments. Children can be influenced indirectly to enjoy being themselves, and to develop qualities of discrimination and individuality.

They will learn to spend week-ends, which allow time for study and reading, for creative work, for spiritual inspiration, for meetings at home with friends and family, for seeing something worth while outside the home, and for much sleep and fresh air.

It has been said that we must learn to choose by seeing both good and bad. But enough of the bad will always be experienced by chance. Surround children with only the best, give them complete information, and then more and more as they grow older leave them free to choose for themselves.

As to the question whether Saturday and Sunday are assets or liabilities, my answer is emphatically on the credit side—if they are used for real recreation and inspiration; sufficiently planned so that they will be not overcrowded, but free from the pressure of the week; made an opportunity for self-expression; and arranged to include the best opportunities outside and within the city.

Home—A Project

By ETHEL PUFFER HOWES

The home that is truly "home-made" by the family grows in charm.

PARENTS who are given to complaining that the schools, particularly the public schools, give no scope for their children's individual interests, may well consider what their children would really want to do if they were left alone. Dick would spend Saturday from dawn to dark making pens and cages for his rabbits, if you would let him. Tommy wants the day off for a hike in the swamps after butterflies and moths for his collections. Jim would like to browse for hours in the public library, and bring home the books he *wants* to read, not his high school assignments. Marion begs for permission to use the rest of her allowance on a horse from the riding school, or eagerly calls up "the girls" for doubles in tennis at the school courts.

Shall parents encourage all this? Too many fathers and mothers are inclined to grumble, to hold back permission, and the necessary wherewithal, for far-ranging individual pursuits, with the subconscious, if not expressed, motive of keeping their children safely near them.

But perhaps your children have developed no engrossing, self-activating occupations. Maybe they just mope around, and "What shall we do, Mother?" turns into "Let's go to the movies," because there seems so little opportunity about the house or apartment to undertake anything vital.

May there not be a way, which will tie up these insistent drives with home interests and home memories, and at the same time furnish an incentive to activity to the lagging and passive? Suppose we can get our children to think of *home* as an entity which the family can bring into being, make attractive and desirable for ourselves and our friends—and their friends—then each one can find within it scope and opportunity for his own talents and interests. Dick, who loves to carpenter for his pets, may take as much interest in fitting out the family living room, father's study, his own and his brother's den, with bookracks, window flowerboxes, end-tables or what not. The tasks won't last forever, and there's a limit to the possible number of objects—but what of it? Dick has meanwhile passed many happy weeks in responsible enterprises for his home-place. In every room there is something charming and useful for which you are indebted to him—and he and you will both remember it.

You can't maintain for Marion a horse or a tennis court at home, but when you think it over you see that a good part of Marion's athletic enthusiasm is her delight in activity with other lively girls. With this stimulus of companionship she may also get a certain thrill out of making for the house a new set of chintz covers and curtains—or even in simply "redding up," arranging flowers and ornaments in preparation for

having her own special intimates in for a self-run afternoon tea, or supper. Two fourteen-year-olds I know were greatly amused to find out that the very simple ceremony of afternoon tea, at which they had "assisted" a hundred times, became a very different affair when they had the entire responsibility for their own group. Betty learned for the first time that you have to warm the teapot. Apropos, one of my first memories of the President of Smith College is of an occasion in his young Harvard-instructor days, where he proclaimed over the tea table that "American women never warm the teapot."

But it is when we consider the Saturday-Sunday problem of the children who have none of these special spontaneous interests that the value of the home as an encourager of talents fully appears. Your children may be passive and apathetic for want of a bit of insight on your part, or for want of a real motive. They may have at least minor talents from which they could draw much amusement—if you would give but a bit of a push. Jane at least enjoys pictures; perhaps some private lessons in water colors would give her pride and pleasure in producing the modest sketches which you will be very happy to hang in your guest room. Jack did some excellent modeling in school, and his turtle was deemed good enough for the Parents' Exposition Exhibit. Why don't you let him install a table and jar of clay in his room? He will scoff at your desire to put his stuff on the living room mantle—but

don't believe him. He will take more interest in his work, and in the room where it finds a place.

Family gardening is a delightful occupation; but I don't think much of the "child's garden" except for the littlest ones. It is much more interesting to children to study the catalogues with you, help choose the shrubs, the bulbs, the perennial seeds, and help make the layout for using them in an effective grouping. The whole garden—"the place"—then is as much theirs as yours. They will feel a personal care for every corner of it, and affectionate pride in its beauties.

Nor is it only special individual interests and talents that come to flower in the service of the home. Even bothersome and humdrum tasks take on some drawing power, when it is a matter of home pride. The Boy Scout nephew of one of my friends came back from a long planned trip—because he remembered that there was no one else at home to mow the lawn, and "he had to have the place looking decent for the Fourth of July parade." Bringing in wood for those open fires, before which we tell ghost stories and roast marshmallows, is not so much a task as an adventure in partnership; so also cooking for the Sunday picnic excursions; practicing for the Sunday night family orchestra.

Children love a charming home; they love to take part in making it so; and they love best of all finding that their own special pleasures and chosen occupations can be welcomed, appreciated and needed in it.

Nine Children's Play Activities

By MARY PALMER FULLER

*Recorded observations of what a group of children really did,
offer suggestions and comparisons.*

Do children use their leisure time profitably?
Can a child waste his time?
How can we judge?
Is it best to plan his day entirely?
Or is it better to allow him to develop his own resources?

THE answers to these questions are not so obvious as they may appear. The observation of nine children for one summer does not of course enable one to set up criteria for answering anything about children in general. But after a summer spent close to nine youngsters ranging from six to nine years, from a variety of home and school environments, I feel that certain facts were made clear—in respect at least to these nine. Whether these would be true in

at all the same proportion with larger groups would be an interesting investigation. While from this limited experience with small children one cannot lay down hard and fast generalizations, it may offer a basis for comparison.

To indicate what we think of as "profitable leisure," I will point out what sort of things the children might do. Our day had a few fixed points such as meal-times, after breakfast jobs, rhythms, swimming and rest. Between "jobs" and swimming there was often an interval that could be used freely, while from three to six, unless there was an expedition planned, the children were at liberty to work in the gardens, to do carpentry or modeling, or to paint, build, sew, use dramatic materials or play as they chose. For some

of the youngsters the day was all too short; one day when we were all discussing whether we should get a pony this year, several of them said, "But when would we have time to ride the pony?"

By the end of the summer we concluded that five of the children had been utilizing free time in a definitely *constructive* way; three others seemed able to plan occupations for themselves and carry them through in an absorbed fashion, but they did not habitually do so; one almost never voluntarily selected any handwork, although when, after urging, she did start a piece of work, she could show an interest and concentration unparalleled by any other child in the group.

EVERY CHILD TO HIS OWN TASTE

To go into more day-to-day detail, two boys, six and eight, who had been in public schools, and had often been left in charge of a maid, quite unmistakably showed that they had not been entertained by their parents; they were resourceful and eager to achieve in every line offered. The older one, never at a loss to occupy himself, always had something very definite that he wanted to make, and kept at it persistently. His garden was well weeded and watered; his clay work and painting voluminous; in addition he had half a car full of carpentry to take home—furniture, boats, carts, a tray for mother and a bird house. When he met a difficult problem, he would turn to one of the adults for assistance, but if we replied that he could work it out for himself, he went at it and usually solved it alone. He liked to help the others. When we went berrying his pail was nearly always filled.

The younger brother was a good worker, too, but did not display quite the same originality or ardent delight in his work; for a six-year-old, he accomplished many interesting things with satisfying results; he took greater pleasure than his brother in dramatic play and dressing up.

Two girls, eight and nine, also from public school, came from a home where the family did its own work, had a garden, chickens and an orchard. They both worked well in our gardens and were intelligent about the care of our chickens. They were helpful in our household tasks. Like the two boys just described, they had never been free to use materials heretofore and seemed glad of the opportunity, though they did not show quite the same eagerness. They would sometimes sit around and watch the other children or, as it seemed to us, just "put in their time" with no interest in getting out materials and doing something. It was necessary at such times to make suggestions to keep them from being idle and interfering with the busy ones. Yet, when started, they would work well with very happy results.

Another eight-year-old boy came from a home in which the parents strove to give him the best environment they could arrange. An only child, they constantly provided him with companions and sent him to a "progressive" school where he would have a long day with other children. They were parents decidedly out of the ordinary. This boy was busy the entire time and never at a loss for "something to do." His technique was mediocre, and he was satisfied with what appeared to us as very poor results, but he worked assiduously; where four nails would answer he would put in twenty, though three-fourths of them would bend. But he certainly had initiative to go at a job and put it through somehow. He liked dramatic play and was very sociable. At one time or another he sought out all our materials and took a real interest in his garden.

The oldest girl, nine, was a delightful companion; she liked sociability and mingling with adults or children. She showed that she had a close comradeship with her parents, but she also indicated in little remarks that the home was dominated by the father. She exhibited much initiative socially in games and dramatic play. She liked to sew, being accustomed to such work with her mother. She loved painting (which was new to her) and it seemed to be a real outlet. Also she liked modeling; but groaned at garden work, and took little interest in carpentry. Whether she was inhibited in this latter direction because father made everything for her, or whether the particular materials made no appeal, it would be interesting to know.

THE SINGLE NEGATIVIST

One girl, seven, never of her own initiative went at anything constructive during the two months. Reading and bothering others were her chief outlets; and even when urged to carpentry or painting, and helped with materials, she never got sufficient pleasure from her achievements to make her wish to return to them the next day. Yet she did good work when urged and had a fine boat and bed to show for her labor. This child's home was heavily intellectual; she was accustomed to elaborate explanations to her many questions and could re-explain these answers intelligently. Reported to be very musical, she took no delight in our rhythms. Although often singing during her play, her musical interest appeared more intellectual than plastic—that is, she would question the tempo of a record or listen closely to the words of a song.

Another girl, seven, who came from a definitely "modern" home, exhibited great originality in her many accomplishments; she loved to wear gay costumes and made garments to suit her fancy. She contrived a tray of wood for her mother—her own

idea—and a clay candlestick to match. For one of the other girls she made a wooden "suitcase." All kinds of materials were grist to her mill. Mother and father, well-known writers, had carefully planned her education. A great deal of her time this summer was spent by herself, but always in a way we considered "profitable." At the same time she mingled comfortably and all liked her.

The fourth boy, eight, was full of ideas and initiative; he never seemed to be "putting in his time." He made many wooden things, enjoyed other materials, he especially liked to gather, chop and saw wood for the fires. He came from a "progressive" school and was accustomed to help about the house.

Of the five children who utilized their leisure constructively, three came from homes where much reading is done, and where the new psychology is somewhat understood. In these homes the upbringing of the children is taken seriously as a real job. The parents of all five were successful in leaving their children alone; they had not fallen into the mistake of trying to "entertain" them in the all too usual way. Two of the five, though from a financially comfortable family, appeared to have been definitely neglected, the others were intelligently left alone. As far as the development of resourcefulness and initiative is concerned, the two attitudes are diametrically opposed. The effect of parental neglect on a child's emotional life must be a very different thing from the effect of the freedom growing out of intelligently directed parental love. The results as to initiative appeared with these particular children to be much the same, where independence had been cultivated intentionally, and by accident. Of course this conclusion implies nothing as to other effects upon child nature of real neglect and of planned freedom.

Of the four thought of as not always constructive, the sisters, eight and nine, might have been expected to meet the situation as the two public school boys did, since they too must have been neglected by an over-busy mother. The girls had a bossy older sister; probably a dominating mother. Doubtless they were given routine jobs to perform and afterwards expected to clear out—which meant, to go and play with near by children. The oldest girl had a father who ruled the home and whose respect she cared much for; so that she tried to live up to the patterns set her by his approvals. She showed clearly that she was not neglected, intelligently or otherwise, or given raw materials to use as she saw fit. The girl who provided us with our chief problem was never neglected in any sense; she lived in small quarters with overdevoted parents who stimulated her intellectually all of the time, offering her no outlet other than music, books or intellectual games.

There is also the question of innate ability and temperament. Because any discussion along these lines leads far afield into controversial considerations, I have made no attempt to bring it up in connection with this simple and specific report of concrete activities. It goes without saying that we were not unaware of its implications in our summer's work with these children.

It would appear from our meager experience that children could and did "waste time," at least judged by adult standards. Children can probably be helped to utilize their leisure profitably by turning them loose with raw materials at an early age and continuing to do so. Habit patterns should thus be established which will carry over into adult years as avocations. It is not that we want people to be busy every moment, but we want them to be able to be busy.

Learning to Play

By MABEL REAGH HUTCHINS

How one large school attempts to relate its activities to leisure needs.

ADMIRATION inspired the typical small son who begged, "Dad, my pitching is awful, I wish you would play ball with me." And so a family baseball game was inaugurated. Mother soon joined—and the neighbors followed. Needless to say, the small son's pitching and many other things—including the tie between child and parents—were improved.

John, in the second grade, showed splendid physical

development and unusual skill in the gymnasium. When praised for things he did he proudly said, "My father taught me that," or "Father and I do that at home."

These incidents illustrate the attitude which the Ethical Culture Schools seek to develop toward week-ends. The school does not plan week-end activities as such. No clubs are organized to take care of and en-

tain the children. It is felt that, *if the basic aim of the school as to recreation has been carried out successfully*, the children will plan their own activities with whatever facilities they have at hand. Wherever possible, it is desirable and normal that they play, at least in part, with their parents and brothers and sisters.

If, in special cases, parents are unable to be with their children and wish them taken care of, good clubs are recommended by the school. Suggestions are often made to the children for home activities, such as, "Let your father give you some practice on that," "Why not practice rhythm at home with your radio or phonograph?" "Have you taken your mother and father over the Nature Trail?"

THE SCHOOL'S RÔLE IN RECREATION

And just what is the aim as to recreation of the Ethical Culture Schools? "We try to put the play element into a child's life in as wholesome a way as facilities and time permit. We try to give him a development through play activities, according to his age, capacity, interests and needs, that will result in a development of his powers of adjustment so that he will be able to meet situations 'on his own.'" That, in the words of Miss Mary G. Allerton, Director of Physical Education of the Elementary School, is the philosophy back of the recreation program.

Other factors that have to be kept in mind are the balance between the mental and physical that must be maintained if children, in a large city environment where the natural activities are hampered, are to be kept healthy and happy throughout a long school day. Play schedules are worked out as nearly as possible according to the age level needs as shown in the studies made of normal school play.

"When the children first start to play they show little or no initiative. No matter how much is available they stand around with 'nothing to do.' They expect to be entertained," said Miss Allerton. "Initiative, co-operation in the group, leadership and 'followership,' team work, all have to be developed in varying degrees. Their play capacities and skills must be developed to the point where they become their own. They are encouraged to develop skill by individual practice both in and out of school, with each other and, if possible, with their parents or older brothers and sisters."

Within the basic aim back of the recreation program, the directors in charge of the various schools are left free to work out programs best adapted to their needs. At the Branch School, because it is much smaller—about one hundred children varying in ages from four to eleven—and at the lower Fieldston School—a small,

ungraded group of thirty—the play can be very informal. All the children stay at school all day. A warm luncheon is served after which there is a rest period. Then they go to the park in small groups to play for the rest of the afternoon.

At Fieldston the recreation program carries on still farther, as the ages of the children increase, the creative idea back of the work of the elementary school. The middle school—seventh, eighth and ninth grades—is divided for recreation by the regular classes. Little Leagues are organized in each class. These Leagues have their own officers, and plan and work out their own programs with the teachers present in advisory capacity only. Many games are played among the various Leagues.

While the programs are based, largely, on the seasonal sports for the sake of interest, yet many more informal games, such as "Duck on a Rock," "Club Snatching" and the like, which develop quick movements, dodging and other skills, are played. Still another thing that is brought out by developing the creative play of children is the ability to utilize facilities at hand. They learn that it isn't necessary to have a full-grown field or a perfectly equipped basketball court to have a good time and get splendid exercise. They even exercise with picks and shovels at times, building new outdoor courts and fields. All these activities give them play skills and aptitudes to make use of on their own initiative.

OPPORTUNITIES FOR ADULT PLAY

The various teams also have practice and games on Saturdays. The tennis courts and other outdoor fields are open to any parents and children who wish to use them over the week-ends. During the summer the school alumni took over the tennis courts, organizing a tennis club and caring for the courts themselves. They plan to swing the tennis club into a permanent alumni athletic club. At the elementary school the gymnasium is used certain evenings each month by alumni members. Thus is the play element carried over into the larger social life of which the school is a part.

But perhaps the greatest service which the school can render is to provide its children with interests—scientific, musical, manual, artistic—which give them within themselves resources for pleasure, appreciation and creative activity. Even a well-thought-out program for recreation is not so lasting in a child's later life as a point of view and a capacity for making the most of leisure.

Planning Ahead for Leisure Time

By ETHEL H. BLISS

Ideals of leisure can be put into action only through practical things-to-do.

A FOURTEEN-YEAR-OLD BOY remarked to his mother one day in the fall, "I know it is a little early but I would like to talk over some plans for Christmas." This same boy has for years planned his Christmas cards and gifts, earned the money, and prepared them for mailing.

How many parents look ahead and are ready, enthusiastically and intelligently, to meet the demands of the after school and week-end hours of their children? Is it not true that some parents plan their children's leisure so as to fit into an adult social scheme? Others plan it so as to satisfy their own ambitions from an intellectual standpoint, and provide tutors and lectures, music lessons, dancing lessons, which fill up almost every waking hour, so that even little children are beginning to say, "We don't have any time after school." Still other parents plan cultural programs for their children, without due regard as to whether the children are old enough and oriented to such a program. Such forced participation may easily kill any future interest. Some parents are ready to spend money to have some one else take care of leisure hours, when a family project might be the means of averting a serious family crisis later. Are there not other parents who clutter up their children's minds and nurseries with books, toys and games, that leave nothing to be desired, nothing left to the imagination, and nothing about which to be curious? Sometimes it is good to let a child wait, or even help to earn some particularly coveted toy, if the opportunity is not lost to keep up his interest in some particular kind of worth while activity. Briefly stated, how many parents are there who actually feel that to plan for the best use of the leisure hours for their children is as important a job for them, as parents, as the choosing of a school or any other factor in family life?

TIME TO DO AND TO THINK

There are two important things to be considered in planning leisure. One is a certain amount of time for a child to do the things that interest him deeply and for which he can plan himself, or do spontaneously what seems good to him. The other is, that some time should go to stimulating and deepening spiritual values.

There is no more justification for parents who deprive their children of such experiences than there is for those who force upon them their own particular beliefs or disbeliefs.

There are many delightful ways of planning leisure, a few of which might prove suggestive. Would it not be worth while for the family as a whole, early in the season, to talk over some of the interesting things they would like to do during the year? Scarcely a city or town but has its accompanying places of interest near by. Scarcely a town but has its quota of exhibits, fairs, and flower, poultry, horse, automobile or airplane shows. Some of the family are interested in one, some in another. If there are financial limits to the budget for recreation, the decision should come with due consideration of children as well as parents. Lecture and story hours at the museum, musical programs for children, puppet shows, plays for children at special theatres, moving pictures of real merit, are available in many places. All of these ought to be laid before the family and a choice made to suit all ages and individual tastes. If wisely done, this would be a real opportunity for parents to do much to develop better standards and broader leading-on interests.

A VARIETY OF GALA DAYS

Planning for birthday parties and other holidays lends itself to real creative effort on the part of one or another member of the family, and is a real factor in deepening family relationships. One sixth grade group in a progressive school was studying astronomy. As a result a surprise dinner was planned for the teacher of that class, in which everything on the menu, as well as the table decorations, was in terms of the constellations. The dinner was a real success and the teacher was very much pleased. The purchase of books and magazines should certainly be done with the interests of each member of the family in mind. Sunday night supper and the maid's night out are splendid times to make the kitchen a laboratory for those children who would particularly enjoy such activities.

A property closet or large trunk full of old-fashioned costumes is something that appeals to almost every age. It encourages amateur dramatics and has made a joy-

ous experience out of many a rainy day. Just recently a high school girl, having thoroughly enjoyed a course in costume design, wrote the following interesting letters to her teacher. The first one came from New Hampshire. In it she says, "I have stumbled upon a veritable treasure trove of old costumes. Elsa and I dress up in them every morning. We've taken pictures of ourselves in the various dresses, and we pride ourselves on our ability to enact the part that the clothes require." Two months later she writes from Long Island. "There is a picture here of Quogue bathing in 1890. The gay 90's must have been funny. . . . Something rather delightful in the way of surprises has occurred. In the cloisters at the Metropolitan Museum is a Chinese priest's robe of an ancient dynasty. At home we have the exact duplicate bought unknowingly."

The yearly looking over of books, toys and games that the children of the family have outgrown might be the beginning of learning the real joy of sharing.

Encouragement of hobbies and special interests often occupies many hours during the year and may help to solve many an individual family problem. Even so common a thing as home work may be of such a character as to enlist the participation of the whole family, including uncles, aunts and grandparents. Just such a thing did come from a social science assignment on colonial life of the high school member of the family. Not only did it enlist the interest of the whole family for several weeks but it had a definite carry-over to a younger member of the family when in the following year he was studying colonial furniture.

Children need, if possible, a room to themselves in which they can really try out ideas, carry out experiments and special hobbies of their own. They also need a great deal of intelligent leaving alone. Finally, they need understanding, intelligent parents, who help them progressively to make better and wiser use of those hours that are not definitely planned for them by home and school.

Committee on Leisure Activities for Children

THE growing accumulation of things to see challenges us to discrimination. What can one take a child to see in a leisure hour; how choose the things for him to see that will increase his range of understanding and enjoyment? In the field of music, there are concerts for children, and accepted conventions in musical training from nursery songs to symphonies reproduced at home. Why not take as much care to develop the ability to see and evaluate what we are daily exposed to? Just as we take a child to a concert to develop his capacity to hear, so we may be able to take him to see what is esthetically good in order to develop his capacity to see.

To discover and evaluate such things, a new Committee of the Child Study Association has been formed with Mrs. Van Rensselaer Halsey as chairman and Mrs. Ruth Friess as leader.

There are a number of problems in connection with the project—what the child's range of interest is likely to be at various age levels; the relation of creating and seeing (some moderns would ban a child from even so inevitable an experience as looking into shop windows, in order that he may be able to create entirely from within himself); the relation of what the child sees to his interests; the danger of confusing him with too much; the need for giving him leisure of mind, so as not to make seeing another scheduled "period."

Because the Committee feels that it needs to proceed slowly and to build each step on simple but sound experience, it has decided to start with a familiar corner of this field of sights, and picture books have been taken by way of introduction. It has begun an analysis of illustrated books, taking only such as are approved by the Children's Book Committee, and is examining them critically from the artistic standpoint, with a view to finding common criteria of taste. From books the Committee's program leads to pictures for a child's room, and thence on to the project of listing a variety of things to see about town, things which will not only be enjoyed but which will lead to an ability to discriminate.

This may perhaps include specific pictures at galleries, and other exhibitions of craft work, of furniture, toys or other objects of interest to children, as well as all sorts of interesting aspects of city life including steamships, buildings and bridges. The Committee will also have some one at the Association, at stated hours, who will make appointments with the necessary persons at the museums or elsewhere, to assist in planning so that excursions when taken will have meaning and purpose to both the parent and child.

The object of the Committee is to do intensive work within the lines selected and to offer parents information sufficiently detailed to be used as a practical guide.

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News and Notes

Three regional conferences on Parent Education were held during October under the auspices of the Child Study Association of America—

in the Bronx at the Hotel Concourse Plaza on October 16

in Brooklyn at Leverich Towers on October 22

in Manhattan at the Hotel Pennsylvania on October 29

It is significant that these three conferences repeatedly emphasized the importance of the home in the child's development. Whether the speaker was a specialist in nutritional and health problems, in mental hygiene, in child development research or in parent education, it was notable that in the last analysis he placed the responsibility for successful growth

not so much on this or that parent or on this or that factor in training, but on the total set-up of the home. This focused attention definitely on Parent Education, the subject upon which the conferences were based, and reemphasized the interrelation of parents' study groups on the one hand and of scientific research on the other. As Mrs. Gruenberg said in discussing the outlook for parent education: "The study group offers a medium for the clarification of ideas developed in laboratory studies, but much information must come from parents themselves through their evaluation of scientific facts in the home. There is still need for research in the development of the child in the home rather than in the laboratory."

**Parent
Education
Conferences
in Greater
New York**

The subjects discussed at the conferences were grouped under several general headings: Health and Physical Development, Research in Child Development, The Mental Hygiene of Family Relationships and The Parent Education Movement. The speakers at the conferences were:

Dr. John E. Anderson	Dr. Lawson G. Lowrey
Dr. Ruth Andrus	Dr. Helen Montague
Dr. William E. Blatz	Dr. Henry Neumann
Dr. Leonard Blumgart	Mrs. Cécile Pilpel
Mr. LeRoy E. Bowman	Dr. James S. Plant
The Honorable Jeanette Brill	Dr. George K. Pratt
Mr. Morse A. Cartwright	Miss Jeanette Regensburg
Mrs. Howard S. Gans	Dr. Lydia J. Roberts
Mrs. Sidonie M. Gruenberg	Dr. Philip Moen Stimson
Dr. C. M. Hincks	Dr. Goodwin B. Watson
Dr. Marion E. Kenworthy	Dr. LeRoy A. Wilkes
Rev. John H. Lathrop	Dr. Frankwood E. Williams
	Dr. Thomas D. Wood

Verbatim transcripts of the conferences are available for reference in the library at the Child Study Association Headquarters.

Carl Van Doren, Editor-in-Chief of the Junior Literary Guild and lecturer in English literature at Columbia University, will talk on "Reading for Fun" at the opening of the Christmas Exhibit of Children's Books, at the Headquarters of the Child Study Association, on December 3, at 3:30 o'clock. These

books selected by the Children's Book Committee are representative of the best of the year's publications. They have been arranged in a permanent display in the Conference Room, together with old favorites of perennial interest. The list is published on page eighty-five of this issue. Further titles of books, received too late for the December issue, will be published in January.

A White House Conference on Child Health and Protection is being organized to study the present status of the health and well being of the children of the United States. Through committees of persons qualified in particular fields careful research will be carried on along the lines of Medical Service, Public Health Service and Administration, Education and Training, the Handicapped. Mrs. Sidonie M. Gruenberg, Director of the Child Study

**Van Doren
to Speak
at Christmas
Book Exhibit**

**Parent
Education
Has Place in
White House
Conference**

Association, has been invited to serve on the committee on Family and Parent Education, of which Dr. Louise Stanley is chairman.

A three-day conference on recreation was held in New York City from October 1 to 3 under the auspices of public officials and a committee of interested citizens. In addition to the conferences and discussion meetings, visits were paid to parks, playgrounds and other recreational sites in order to see just what conditions and needs really are. The fact that the conference seemed to return repeatedly to discussions of education, including adult education, in relation to play marks a significant trend. Among the speakers were George F. Ryan, President of the Board of Education, Walter R. Herrick, Commissioner of Parks in Manhattan, and Joseph Lee, President of the Playground and Recreation Association.

Race relationships and attitudes were discussed by Eva D. Bowles at a meeting arranged by Miss Quiliard for the leaders and staff members of the Child Study Association at Headquarters on October 30. Miss Bowles is the Administrator of Colored Work in Cities for the National Board of the Young Women's Christian Association. She has had a large and varied experience in social work among her own people. She suggests three fundamental lines of adjustment—along lines of natural grouping, which assume class or racial integrity; along lines of mutual interest, as in child study; and along the lines of individual adjustment, as in the case of a student who has qualifications for a special type of training.

A meeting on Child Study and Parent Education was held at the Harlem Y. W. C. A. on October 28, under the joint auspices of the Child Study Association of America, represented by Miss Margaret J. Quiliard, Director of Field Work, and of the North Harlem Child Study Committee, of which Dr. Alonzo deG. Smith is Chairman.

This was the first of a series of six publicity meetings which will be held in Harlem in the near future. The second meeting will occur on November 24, in connection with the weekly Forum of the Abyssinian Baptist Church.

Announcements

Dr. Charlotte Bühler spoke on the "Problem of Normal Development" before the Chicago Association for Child Study and Parent Education on November 2. Dr. Bühler has, for several years, conducted a series of unusually significant experiments at the University of Vienna. Some of her findings were reported in *CHILD STUDY*, October, 1929.

American Education Week held November 11-17 under the joint auspices of the National Education Association and the American Legion put special emphasis on the relationships of home and school. The radio program which was a nation-wide hook-up from WRC station included the following speakers: Angelo Patri, Consulting Educator, New York City; Bess Goodykoontz, Assistant United States Commissioner of Education, Washington, D. C.; Frank Cody, Superintendent of Schools, Detroit, Michigan.

A course on "Immigrant Backgrounds for Foreign Born" is being given for prospective teachers in nursery schools under the auspices of the Child Education Foundation and the Council on Adult Education for the Foreign Born. The course began on October 3 with a study of Jewish traditions and is being conducted by representatives of various national groups.



RADIO TALKS

from Station WEAF
Fridays at 2:15 p.m.

- Nov. 22—TODAY in CHILDREN'S BOOKS
Mrs. Hugh Grant Straus
- Nov. 29—BRINGING THE NURSERY SCHOOL HOME
Miss Josette Frank
- Dec. 6—THE MEANING OF SUCCESS AND FAILURE
IN CHILDHOOD
Dr. Ruth Brickner
- Dec. 13—HOW TO CHOOSE CHRISTMAS TOYS
Mrs. Janet Knopf
- Dec. 20—INDIVIDUAL DIFFERENCES AMONG
MEMBERS OF THE SAME FAMILY
Miss Jeanette Regensburg
- Dec. 27—TO EAT OR NOT TO EAT
Mrs. Elizabeth Fichandler

CHILD STUDY for January
TEASING
Supplement to
Children's Book List

Parents' Questions

No questions have to be settled more frequently in family life than those growing out of adjustments of leisure, play and amusement.

Question: How may the home strike a reasonable balance between the family-centered amusements of the home and the distracting influences of outside amusements?

Discussion: It is idle to denounce outside amusements or to make hard and fast prohibitory rules concerning them. We must recognize frankly the limitations of even a well-adjusted home today and accept the fact that our young people do have a legitimate need for amusements beyond those which can be offered at home. Nevertheless, we can do much to make the home the real center for the youth's leisure interests. We can, to an extent, adapt the home to the uses the young people wish to make of it. To do this, we must make it a place to which they will want to bring their friends, in which they will be assured of both freedom and privacy, in which they will be subjected to neither criticism nor dictation concerning their choice of companions or activities. We can give them a voice in arranging the family program of social activities, and even in rearranging the furniture and decorations of the home to suit their own tastes and uses.

Question: A girl of twelve depends entirely on adult suggestions for her leisure activities. Unless something is planned for her Saturdays and Sundays, she drifts about aimlessly apparently unable to think up something to do. How can she be made more independent in this respect?

Discussion: Opportunities for spontaneous use of leisure are so limited in our city living that adults must take some responsibility for the planning of their children's leisure time. For example, occasional trips such as picnics, boat rides or nature walks must depend largely upon adult planning and assistance. So also, suggestions for parties and special group activities must often come from adults. To stimulate her to a different attitude she should be helped to contribute something to the family planning. Where the child shows no initiative whatever in finding leisure occupations, it is possible that the home and school environment are failing to offer enough interest and

Under present-day conditions, especially in city living, it becomes increasingly difficult for children to make spontaneous choices of activities with which to fill their leisure time. How to help children to a wise use of Saturdays and Sundays, vacations and out-of-school hours is the concern of parents whose questions, raised in study groups, are discussed here.

stimulation to carry over into the child's play activities. It should be possible to enrich both school content and home materials in order to provide the needed stimulus for self-initiated activities.

Question: A mother sends her children to vacation groups during Christmas and Easter vacations in order to make the most of

these days outdoors. She is concerned, however, lest this vacation program may deprive the children of a certain amount of freedom for their own planning and initiative.

Discussion: This depends somewhat upon the size and nature of the group as well as upon the alternatives that may be offered at home. It is true that children who are much with groups of other children at school do often welcome the freedom from group activity and the individual choice of things to do during vacation time. It is probably true, too, that a let-down in routine and program is much to be desired in our children's over routinized days. Nevertheless, children's vacation needs also include companionship and outdoor recreational activity, and if, for any reason, these cannot be provided at home, a well-directed vacation group will serve this very important purpose. But the play group should not be allowed to exert any routine pressure. To avoid this it might be arranged for only part of the day, or for alternating days, or to fill in when the child is not happily active without it.

Question: A boy of eleven, who has been falling behind in one or two subjects at school, is being tutored in these subjects after school hours. These lessons, coupled with music lessons which the child enjoys and does not want to give up, practically preclude afternoon and Saturday leisure or outdoor recreation. The child does not complain of this lack, since he is not much interested in outdoor activities.

Discussion: It is possible that the school failure may be related to factors of emotion and fatigue rather than to any need for intensive tutoring, and that with more emphasis on wholesome play activities the school work might improve. If, however, special tutoring is indispensable, some provision should be made for it with-

in the school day, or by shortening the school day, so that it will not make serious inroads on what should be "free time" for the child. It might be wiser to lengthen the years in school rather than to interfere with vitally essential play time.

Question: A girl of twelve is engrossed with reading, to the exclusion of all other leisure pursuits. As a result she gets little or no outdoor activity.

Discussion: A reading interest which excludes other normal play activities may indicate a number of things. It is important to inquire whether the reading is resorted to as a form of withdrawal from reality. Only by ascertaining the cause of her withdrawal can we help her to find more active forms of expression which will interest and satisfy her. If, however, the reading interest has no emotional significance, it should be possible to link it up with other activities—such as visits to museums, historic landmarks, and so on.

Question: A boy of twelve wants to go to the movies every Saturday afternoon. His mother prefers that he have more active forms of recreation, but does not like to deprive him of enjoyment.

Discussion: Movies may as well be recognized by parents willing to face facts as part of the child's environment. But this does not mean that frequent indulgence is inevitable. "Going to the movies" frequently represents not a real interest but simply an effortless way of getting rid of time. The solution is not to forbid the movies and leave the child nothing but sheer boredom. Parents must try to provide counter attractions which will yield a legitimate "thrill" so that the boy or girl will not need to get his thrills second or third hand from the pictures on the screen.

Although this is not implied in the question asked, it is often the adults who make the movies a problem.

It is idle to deny movies to a child in a "movie-minded" household or to seek more effective amusement in a home where the parents have little else to turn to for their own pleasure. Then, too, going to the movies is such a good way of getting a child out of the way for a few hours. Parents who thus make use of movies for their own convenience should not be pained when their children want to go at other times. To meet the challenge of moving picture amusement, parents must be clear as to their own standards. In such a home a child will gradually develop a cultivated taste which will help him discriminate against the shoddy and banal in movies as in other matters.

Question: What can be done about a twelve-year-old girl who refuses to ask any of her school friends to her home although it is an attractive place and her mother wishes to be cooperative?

Discussion: The child evidently feels either that her

friends would not be truly welcome or that they themselves would be uncomfortable. The mother, although she means to be hospitable, may be too good a housekeeper to make children with their noise and confusion really at home. Or she may be so critical of their manners and social status that she sets up adult barriers against happy normal play. On the other hand, the girl herself may feel so inferior that she does not want to bring her schoolmates home. This may be due to some comparatively small difference in modes of living or to a much more fundamental difficulty in the child's own adjustment. In the latter case the underlying difficulty must be met before a more natural social attitude can be expected.

Question: A little girl approaching her fifth birthday has her heart set on having a "regular" party like an elaborate one recently attended by her older sister. Is it necessary to deprive her of this, which would be a very real pleasure?

Discussion: "Children's parties" are open to so many legitimate criticisms that conscientious parents are likely to go to an extreme in avoiding them. A five-year-old girl could probably be interested in inviting a few friends in to a birthday meal, provided that "trimmings" and games were included.

Contributors to This Issue

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IN THE MAGAZINES

Afternoon Naps for Young Children. By Mandel Sherman. *Babyhood*, September, 1929.

"The exact length of an afternoon nap is not as important as its restfulness." An interesting experimental study on the afternoon nap carried on at the Washington Child Research Center has reached the conclusion of evaluating time versus restfulness.

Character Traits as Disguises. By Blanche C. Weill. *American Childhood*, October, 1929.

The quarrelsome child, the braggart, the restless, mischievous child is the unhappy child in need of help. The writer indicates that such behavior illustrates defense and disguise on the child's part to protect himself against his own difficulties, and then gives constructive suggestions in specific instances.

The Educational Significance of Left-Handedness. *Teachers College Record*, October, 1929.

A report of the study made by Ralph Haefner, Teachers College, Columbia University. The study was made to ascertain on what basis certain known facts as to character peculiarities are traceable to left-handedness. Results of the study do not reveal differences in intelligence between left and right handed children, but a certain amount of variation between the two groups in play interest was evident. On the average, the left handed children proved somewhat less robust in general physical status; "a small, but positive relation was found between number of speech disorders and interference with the writing hand which the child naturally preferred."

A Method for Studying the Activity of Preschool Children. By Mary E. Sweeny, Lucea M. Hejninian and Rebecca Scholley. *Journal of Home Economics*, September, 1929.

A research has been made in setting up methods of measuring activity of the nursery school child, thereby meeting the educational need of correlating activity with the child's physical and mental development.

New Trends in Public School Education. *Progressive Education*, September-October-November, 1929.

The entire issue is given over to the new curriculum work under way in specific public schools in various parts of the country.

Parents' Associations in Europe and Asia. By Henrietta Mayfield. *The School Parent*, September, 1929.

An interesting report of the International Congress of the Home and School held at Geneva in July, 1929, describing the far-reaching interest in the parent-teacher movement.

Parent Education, 1926-1928. By Ellen C. Lombard. *Bulletin No. 15*, 1929, Bureau of Education, Department of the Interior, Washington, D. C.

This pamphlet gives a survey in the field of parent education, Government and State Activities, Private Agencies, National Congress of Parents and Teachers, Periodicals for Parents, International Federation of Home and School, Results of Inquiry into World Cooperation of Home and School.

STUDY GROUPS

Study group sessions began the week of November 11 at the Headquarters of the Child Study Association of America. There will be eleven groups this season under trained leadership, covering the following subjects:

Infancy, Tuesdays at 11:00 a.m.

Leader: Dr. Augusta Alpert

The Toddler, Mondays at 11:00 a.m.

Leader: Mrs. Marion M. Miller

Early Childhood, Mondays at 2:30 p.m.

Leader: Mrs. Anna W. M. Wolf

School and Home, Mondays at 11:00 a.m.

Leader: Mrs. Ethel H. Bliss

The Child from Six to Twelve, Wednesdays at 11:00 a.m.

Leader: Mrs. Sidonie M. Gruenberg

Adolescence, Fridays at 11:00 a.m.

Leader: Mrs. Cécile Pilpel

Parents and Sex Education, Mondays at 2:30 p.m.

Leader: Mrs. Cécile Pilpel

Family Relationships, Tuesdays at 11:00 a.m.

Leader: Mrs. Anna W. M. Wolf

Fundamentals in Child Study, Wednesdays at 8:15 p.m.

Leader: Miss Margaret J. Quilliard

Grandmothers Group, Wednesdays, 2:30 p.m.

Leader: Mrs. Cécile Pilpel

Leaders Group, Thursdays at 11:00 a.m.

Leaders: Staff of the Association.

In addition to the regular discussions conducted by the leader of the chapter on Adolescence, Dr. H. R. Miller will talk on "Physiological Changes at Adolescence," and Dr. William E. Curry on "The Education of the Adolescent." Dr. Ruth Brickner will talk at one meeting of the group on Parents and Sex Education on the "Physiology of Reproduction."



Selection of the Year's Best Books for Children

Children's Book Committee of the Child Study Association

The Youngest Child

*** Pelle's New Suit (15 pages).....\$1.25**
By Elsa Beskow Harper & Brothers
A picture book where text and illustrations are equally delightful.

Today's A B C Book (52 pages).....\$1.50
By Elizabeth King Robert M. McBride & Co.
An up-to-date picture book.

From Morning to Night (30 pages).....\$1.50
By Mable Pyne Frederick A. Stokes Co.
Simple pictures tell the story of the baby's day. No text.

The White Puppy Book (50 pages).....\$1.25
By Cecil Aldin Oxford University Press
Gay dog pictures illustrate his diary.

Spin Top Spin (30 pages).....\$3.00
Illustrated by Elsa Eisgruber The Macmillan Company
A book of exquisite pictures for a little girl. The accompanying verses from the German have lost in translation.

Nursery Rhymes from Bohemia (26 pages).....\$2.00
By Hanus Sedlacek Robert M. McBride & Co.
Colorful pictures by a Czech artist, with nursery jingles.

I Go A-Traveling (61 pages).....\$2.75
By James S. Tippet Harper & Brothers
Pleasant verses about trains, taxis, boats and bridges; for the city child.

*** The Funny Thing (32 pages).....\$1.50**
By Wanda Ga'g Coward-McCann, Inc.
A whimsical story, unusually illustrated.

The Primary Age

Six to eight years

The Runaway Sardine (42 pages).....\$2.00
By Emma L. Brock Alfred A. Knopf
The atmosphere of Brittany in a lively story, humorously illustrated.

The Wonder City (32 pages).....\$2.00
By Lois Lenski Coward-McCann, Inc.
An amusing picture book of New York City.

* Of outstanding interest and quality.

Two Brothers and Their Animal Friends (122 pages).....\$1.50
By Lois Lenski Frederick A. Stokes Co.
An absurd little story of a tall, thin brother and a short, fat brother; with humorous illustrations.

Two Funny Clowns (48 pages).....\$1.50
By Berta and Elmer Hader Coward-McCann, Inc.
A well-illustrated little book of circus stunts.

The Toys' Adventures at the Zoo (47 pages)....\$1.75
By Gwen White The Macmillan Company
A whimsical book for young children, with slightly advanced vocabulary and exceptionally good illustrations.

The Adventures of Tommy (40 pages).....\$2.00
By H. G. Wells Frederick A. Stokes Co.
Gay nonsense with pictures and simple text by a famous author.

Tigers and Things (40 pages).....\$2.00
By Andy Kauffman and His Little Sister The Macmillan Company
The work of two child authors and illustrators, suggestive to others of their age.

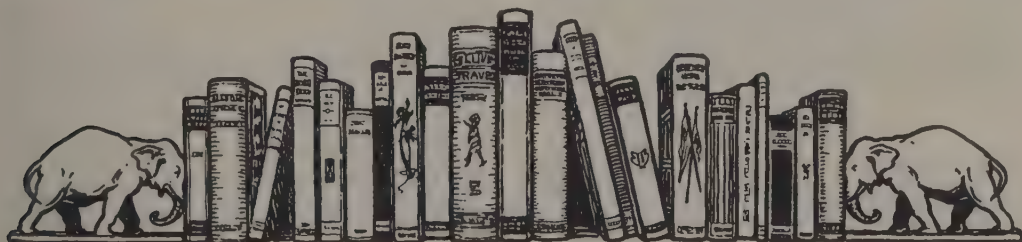
*** Rusty Pete (107 pages).....\$1.75**
By Nina Nicol The Macmillan Company
Charming story of children and horses on a real ranch. Well printed and beautifully illustrated.

*** Coco the Goat (135 pages).....\$2.00**
By Rhea Wells Doubleday, Doran & Co.
An attractive book about a mischievous goat and his little master in Spain, with artistic illustrations; by the author of "Peppi the Duck."

*** Karoo, the Kangaroo (50 pages).....\$1.50**
By Kurt Wiese Coward-McCann, Inc.
Delightful adventures of a baby kangaroo. Unusual format and illustrations.

Nanette of the Wooden Shoes (124 pages).....\$2.00
By Esther Brann The Macmillan Company
Colorful adventures of Nanette and her cousin Jean-Pierre, which give a sympathetic picture of Brittany.

*** Miki (60 pages).....\$2.00**
By Maud and Miska Petersham Doubleday, Doran & Co.
This tale of a boy's adventures in Hungary is colorfully illustrated.



- Olaf, Lofoten Fisherman (187 pages).....\$2.00**
By Constance Wiel Schram Longmans, Green & Co.
A pleasant little story of children in Norway. The "mid-night sun" must be explained before reading.
- Pocket-Handkerchief Park (60 pages).....\$.75**
By Rachel Field Doubleday, Doran & Co.
A cheerful tale woven around a tiny city park.
- Big Fellow (131 pages).....\$1.50**
By Dorothy W. Baruch Harper & Brothers
The ever thrilling steam shovel for the questioning child to read to himself.
- * Little Blacknose (149 pages)\$2.00**
By Hildegard Hoyt Swift Harcourt, Brace & Co.
An enthralling story of the first engine, now on exhibition at the Grand Central Terminal. Illustrations.
- Plum to Plum Jam (87 pages)\$1.75**
By Janet Smalley William Morrow & Co.
Tells in a "House-That-Jack-Built" style how jam, steel, rugs, coal, gasoline and other things "come to be." Charming and plentiful illustrations.
- Lions 'n' Elephants 'n' Everything (50 pages)....\$3.00**
By E. Boyd Smith G. P. Putnam's Sons
An American family take moving pictures of wild animals in Africa. The pictures are entertaining and the text informative.
- Many Snows Ago (96 pages).....\$3.00**
By Therese O. and Edwin Willard Deming Frederick A. Stokes Co.
Well-told stories of Indian life, could also be read to the younger child. Illustrated.
- The Story of Woofin-Poofin (18 pages).....\$2.00**
By Marguerite Buller Robert M. McBride & Co.
A quaint story of a china dog and his adventures in London, with gay pictures.
- A Forest Story (52 pages)\$3.50**
By Josef Kozisek The Macmillan Company
- The Magic Flutes (56 pages)\$3.50**
By Josef Kozisek Longmans, Green & Co.
Two stories of animal doings, translated from the Czech, with imaginative illustrations.
- Little Christmas or How the Toys Come (60 pages)\$2.00**
By Zdenek Guth The Macmillan Company
A simple story of the kindly Christmas child in old Prague.
- Sally Gabble and the Fairies (87 pages)\$1.00**
By Miriam Clark Potter The Macmillan Company
A gay little story about a fairy who is adopted by a lonely old woman. Amusing illustrations. For little girls.
- Forty Good-Morning Tales (119 pages).....\$2.00**
By Rose Fyleman Doubleday, Doran & Co.
Fanciful and nonsense stories told with gusto, to be read with discretion.
- The Christopher Robin Story Book (171 pages)..\$2.00**
- The Christopher Robin Reader (171 pages)..... 1.25**
By A. A. Milne E. P. Dutton & Co.
Selections of the best stories and verse from Milne's four books for children. Includes the original illustrations. (The Reader is a cheaper edition for school use.)
- Read Aloud Stories (215 pages)\$1.75**
By Carolyn Sherwin Bailey Milton Bradley Co.
A good collection of about forty short stories, filling a need for the younger child. Uninteresting format.

Map

- A Map of Children Everywhere.....\$2.50**
By Ruth Hambidge The John Day Co.
Decorative and educational.

* Of outstanding interest and quality.

The Intermediate Age

Nine to eleven years

- The Circus Menagerie (230 pages).....\$1.50**
By Edwin P. Norwood Doubleday, Doran & Co.
Good animal stories for children interested in the circus.
- * War Whoop and Tomahawk (152 pages).....\$1.75**
By Ernest Harold Baynes The Macmillan Company
An unusually well-told story of animal life on a game preserve.
- * Holiday Pond (147 pages)\$2.00**
By Edith M. Patch The Macmillan Company
A nature book with very readable stories of the insects, plants and animal life around a pond.
- The Larger Birds (47 pages)\$1.25**
- The Smaller Birds (47 pages) 1.25**
- Reptiles (47 pages) 1.25**
- Fishes and Sea Animals (47 pages)..... 1.25**
By Eric Fitch Daglish William Morrow & Co.
Unusual wood-cut illustrations in black and white, with descriptive text.
- * Hindu Fables (113 pages)\$2.50**
By Dhan Gopal Mukerji E. P. Dutton & Co.
A delightful book of jungle animal tales by a famous author.
- The Adventures of Andris (124 pages).....\$2.50**
By Elizabeth P. Jacobi The Macmillan Company
A fascinating story of Hungarian country life which gives colorful descriptions of their harvest and other local festivals.
- * St. Nicholas in Trouble (20 pages).....\$1.50**
By Felix Timmermans Harper & Brothers
A unique Christmas story for the intermediate child which can be read to younger and enjoyed by older children.
- The Real Story of a Real Doll (116 pages).....\$2.00**
By Violet Moore Higgins Robert M. McBride & Co.
The old-fashioned life of a precocious and much traveled doll.
- The Magic Trail (234 pages).....\$2.00**
By Grace Moon Doubleday, Doran & Co.
Another story by the author of "Chi Wee" and "Nadita." Well written and interesting.
- Fatma Was a Goose (196 pages).....\$2.00**
By Dahrís Butterworth Martin Doubleday, Doran & Co.
Engaging animal tales from Algiers, with humor and vivid local color.
- Kasperle's Adventures (199 pages).....\$3.00**
By Josephine Siebe The Macmillan Company
A German Pinocchio told with humor and understanding.
- Rootabaga Country (258 pages).....\$2.50**
By Carl Sandburg Harcourt, Brace & Co.
A delightful collection of the best stories from two earlier books, full of whimsical humor and refreshing nonsense. Cartoon-like illustrations.
- Hitty (207 pages).....\$2.50**
By Rachel Field The Macmillan Company
Within the fine story of a New England doll, and her varied experiences, there is much quaint observation and philosophy. For girls who themselves may be beyond the "doll age."
- Black Storm (234 pages).....\$2.00**
By Thomas C. Hinkle William Morrow & Co.
An exciting and easy-to-read horse story.
- The Chinese Ink Stick (199 pages).....\$2.00**
By Kurt Wiese Doubleday, Doran & Co.
A charming book of Chinese stories, with much atmosphere and local color.



Fitting the Toy to the Child

A good toy or plaything is one to which the child will come back—if not on the same day, on another—with renewed interest.

There are certain essentials of well-chosen toys. They should be sturdy, suitable to the age and ability of the child, adaptable for varied play, and attractive in design and color.

It is through play with toys that the child is stimulated to the use of his hands, his body, his imagination and his mind. Every child's toy collection should be varied enough to satisfy these possibilities for growth, and to that end there should be toys for physical exercise and outdoor play; dramatic and imitative play; manipulative and creative play; and games for socialization and skill.

THE INFANT

Infancy to one and one-half years

Education begins with the new born infant's random movements. Only through doing something himself with various objects, can he make real discoveries and progress.

Learning to balance and walk

Play yard	Shoo-fly rocking chair
Kiddie-kar with rail	Nursery chair

Manual and sensory development

Round cornered blocks	Rattle
Brightly colored blocks	Tom tom
Strongly strung beads	Wooden spoons
Tinker doll	Tin pans
Celluloid and rubber ball	Clothespins
Floating toys	Rag and oilcloth books
Soft dolls and animals	

THE TODDLER

One and one-half to three years

This child's tendency is to pull apart and examine everything about him. He should have toys which can be built up and put together easily so as to counteract his destructive tendencies. His toys should be large, simple and durable.

Physical development and outdoor play

Small slide	Kiddie-kar
Seesaw	Wheelbarrow
Swing	Express wagon
Sand box	Wading pool
Sand toys	Tower gym
Large ball	Iron or wooden trains
Pail and shovel	

Imitative play

Rag or unbreakable doll	Unbreakable dishes
Carriage	Stove
Cradle or bassinet	Brush, mop, dust pan
Laundry set	Rag or woolly animals
Boat	Push and pull toys

Manipulative and creative play

Blox-that-lox train	Merrill-Palmer concentration toys
Baby peg board (pegs—1 inch thick, 5 inches high)	Jumbo puzzle board
	Jumbo crayons

Color pyramids
Nested color trays and figures
Peter toy cart
Peter toy wiggle
Pull-apart tractor

Jumbo outline pictures
Drawing paper
Enlarged beads to string
Blackboard and chalk
Soft soap or wood for hammering nails

Blocks

Nested wooden blocks	Colored blocks
Large building blocks (simple forms)	

Rhythm

Tom tom	Bells
Cymbals	Victrola and good records

Books

Linen picture books	Nursery songs
Panorama books	Mother Goose rhymes
Simple realistic stories	

THE NURSERY SCHOOL CHILD

Three to four years

The child plays in much the same manner as he did but with more definite constructive efforts. His playthings may now call for much better muscular coordination although they should still be large and simple and entail no strain on the eyes or smaller muscles. Boys and girls still play with the same toys at this age.

Physical exercise and outdoor play

Slide	Sand box
Outdoor gym	Sand toys
Doorway gym	Velocipede
Jungle gym junior	Wheelbarrow
Wooden garden tools	Steel dump truck
Iron roller skates	Wading pool

Imitative play

Laundry set	Housekeeping
Cooking set	Bassinet
Refrigerator	Unbreakable dishes
Stove	Mop, dust pan, brush
Unbreakable doll	Kitchen cabinet
Carriage	Kitchen utensils

Industrial and Transportation

Iron truck	Telephone
Iron fire engine	Wood and iron trains
Horse and wagon	Metal aeroplane

Dramatic and realistic play*Housekeeping*
(preferred by girls)

Typewriter	Hat box suitcase
Costumes	Wardrobe trunk
Sewing machines	Doll
Electric stove	Bassinet
Electric iron	Cooking utensils

Industrial and Transportation
(preferred by boys)

Electric trains	Aeroplane
Train accessories	Motor and sail boats

Construction and creation

Boat builder sets	Carpentry tools
Erector	Aeroplane construction
Work bench	

Arts and Crafts

Bead looms	Mosaics
Basket making	Modeling clay, wax
Sewing sets	Paints, easel, paper

Games for socialization and skill

Anagrams	Pirate and traveler
Baseball	Parlor croquet
Ping pong	India and checkers
Indoor golf	Indoor basketball

TEN YEARS AND OVER

This is the age of the development of special hobbies, interests and aptitudes. They should be respected.

Sporting and outdoor activity

Skiis	Football and outfit
Basketball and goals	Punching bag
Baseball outfits	Fishing outfit
Golf clubs	Flashlight
Clock golf	Canteen
Scout knife	Mess kit
Scout ax-in-case	Toboggan
Bicycle	Outing kit
Volley ball	Sunwatch
Indoor baseball	Haversack

Realistic play and scientific experiment

Chemcraft	Erector
Movie machine	Typewriter
Electric trains	Magic set

Construction

Advanced erector	Aeroplane construction
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Games for socialization and skill

Merchant marine	Puzzle peg
Checkers	Halma
Chess	Anagrams

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